DOCUMENT RESUME

ED 124 525 SP 010 122

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TITLE Student/Teacher Interaction As a Function of Teacher Training.
PUB DATE Apr 76
NOTE 27p.; Paper presented at the American Educational Research Association Annual Convention (San Francisco, California, April 1976)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Affective Behavior; Affective Tests; Attitudes; *Classroom Environment; Disadvantaged Youth; Effective Teaching; Human Relations; *Inservice Teacher Education; Interaction; *Interpersonal Relationship; Males; *Self Concept; Student Motivation; *Student Teacher Relationship; Teacher Aides; Teacher Behavior
IDENTIFIERS *Nebraska (Boys Town); Teacher Advisor Training Program; Teacher Effectiveness Training Program

ABSTRACT

Conducted at Father Flanagan's Boys Home, the study investigated the relationship between a "teacher-advisor" educational program and students' attitudes toward school and toward classroom climates. Two methods of training were investigated: the Teacher-Advisory Training Program and the Teacher Effectiveness Training Program. A group of 27 volunteer teachers, para-professionals, and administrators were randomly divided into three equal groups: one-third received Teacher Effectiveness Training; another third received Teacher Advisory Training; and the final third received no training. Data were collected from both teachers and students with the Classroom Environment Index and the Tennessee Self-Concept Scale. Results indicated that the teacher training groups exhibit less defensiveness in reporting their self-concept than the group with no training. The results also supported the hypothesis that interpersonal training designed specifically to promote teacher-student interaction affects student self-concept and student attitude toward classroom climate, as well as having behavioral ramifications on such variables as grade point average and absentee rate. Although it was found that changes in self-concept are difficult to accomplish, positive results do occur when teachers participate in training designed to promote teacher-student interaction. (Tables illustrating data are included.) (SK)

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Student/Teacher Interaction As A Function Of Teacher Training

ED124525

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A Paper Presented at The 1976
Annual Convention of The American
Educational Research Association
San Francisco, California
April, 1976

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Introduction

Father Flanagan's Boys' Home has accepted the mission of serving disadvantaged youngsters who have developed deficiencies in education, socialization, and who exhibit the pervasive results of economic depravation and a lack of adequate parenting. Students entering Boys Town characteristically have backgrounds of disintegrated homes, low socio-economic status, and negative educational experiences. Such impoverished psychological and physical conditions can result in a youth's formative years being spent in an environment which is insensitive to his developmental needs (Amos, 1968). In such cases, motivation to perform in school is lacking and can lead to further deterioration of the self-concept, which may already have been negatively affected as a result of the chaotic environmental stresses. Research in this area has indicated that achievement and self-concept are functionally a circular set of factors, gains in either area producing growth in the other.

The purpose of the current study was to investigate the relationship between a "teacher-advisor" educational program and students' attitudes toward school and toward classroom climates. It was posited, for purposes of this study, that improvements in student attitudes toward school, self-concept, and attitudes toward classroom climate are related to teacher training in human relations skills. Further, the research investigated changes in student attitudes attributable to different teacher-advisor training methodologies.

Two methods of training were investigated by the study: The Teacher-Advisor Training Program (Hubel, et al., 1974) and the Teacher Effectiveness Training Program (Gordon, 1972). The Teacher-Advisor Training Program was designed with the overriding goal of assisting teachers in the growth of interpersonal skills. Instructional emphasis is directed toward the humanization of the school,

development of process skills focusing on active learning and interpersonal relations, and personal growth through facilitative intervention. The Teacher-Advisor Program is developed specifically to promote gains in the affective domain. The Teacher-Advisor Program utilizes small, structured, student groups which process specific goals with the teacher acting as facilitator, monitor, and as provider of resources for the ensuing discussions.

Teacher Effectiveness Training concentrates upon the issue that education is a process involving a number of functions. The teacher's primary function is that of instruction. The Teacher Effectiveness Training Program is designed to develop skills, problem-solving abilities, and conflict resolution procedures. The Teacher Effectiveness Training Program considers these skills as basic to the successful implementation of any instructional program.

Specifically, the study investigated a series of questions relating to the affective and cognitive domains. First, does Teacher Effectiveness Training and/or Teacher-Advisor Training and subsequent utilization of these skills with a student population produce changes in the self-concept of teachers? Secondly, are significant changes in classroom climate to be found as a result of training teachers in human relations skills? Thirdly, what changes in student self-concept occur as a result of teacher training in the use of human relations skills? Next, what differences in students' attitudes toward school can be attributed to teacher training? What changes in observable, overt student behaviors such as academic grades and absences can be attributable to the teacher training in the use of human relations skills?

Review of the Literature

Classroom Climate

School is more than a place that develops cognitive skills. It is a miniature community where members interact and influence the behavior of each other (Shoben, 1962). To be effective facilitators for learning, teachers must understand pupils as living personalities with ambitions, attitudes, conflicts, and problems, from environments that vary in the amount of encouragement or discouragement (Ojemann and Wilkinson, 1939). Social relations by students as a group, and between students and the teacher influence the quality of classroom climate which help determine cognitive and affective learning outcomes (Anderson, 1970).

Studies of classroom climate seem consistent with expectations concerning relationships between a teacher's personal influence and the cohesiveness of the classroom student group. Ronald Lippitt (1940) made an attempt to isolate and control the climate variable in a group setting. Lippitt concluded that different leadership styles create different social climates which facilitate group and individual behaviors. Leadership style was a primary variable for determining climatological differences. Lippitt's review of related literature found children's behavior to be consistent with the personality displayed by the teacher in the classroom. The studies supported the hypothesis that the main direction of influence in the classroom is from teacher to pupil. Whithall (1949) developed a technique for assessing the social-emotional climate in a classroom by categorizing teacher statements and concluded that . . . climate can be assessed and described . . . different patterns of verbal behavior used by several teachers can be identified . . . and a valid measure of social-emotional climate of groups is obtainable through a categorization of teacher statements. Whithall viewed social-emotional climate as a group phenomenon; that teacher behavior is the most important factor

in determining classroom climate; that teacher verbal behavior is representative of his total behavior; and that more positive pupil reactions to teachers were made in student-centered classes than in teacher-centered classes. Lewin, Lippitt, and White's (1939) studies on democratic, laissez-faire, and authoritarian leadership styles and their effects on social climate of groups and behavior of individual group members provided a beginning for later work on teacher attitudes and beliefs. Thelen (1951), in a review of literature, found evidence that suggests:

1. Teachers' behavior in large measure determines the quality of emotional conditions in the classroom.
2. Learning of certain social attitudes and human relations principles is affected by teacher-pupil interaction.
3. Teacher-pupil interaction patterns may affect the student at deep (i.e., subconscious) levels.
4. Pupil-pupil interaction (e.g., status roles) can be influenced by the nature of teacher-pupil interaction.
5. The assumption that teacher behavior significantly influences the quality of student participation can be generalized to adult groups.

Schmuck (1966) concluded that many educators assume that positive classroom social climates enhance students' academic learning. In summary, the research indicates that the classroom social climate is a factor in determining student achievement and student attitudinal variables.

Self-Concept and School Failure

Research indicates concurrent presence of either success and a positive self-concept or failure and negative self-concept (Purkey, 1970; Thomas, 1974). Successful students exhibit attributes such as self-confidence and self-acceptance (Gowan, 1960), as well as personal, social, and academic competence (Davidson and Greenberg, 1967).

Available research suggests that unsuccessful students, whether nonachievers, underachievers, or poor readers, hold attitudes toward themselves that are negative. Research on personality traits and discrepant achievement found the underachiever as self-derogatory, having a depressed attitude toward self, feelings of inadequacy, and strong inferior feelings (Ashcraft and Fitts, 1964; Purkey, 1970: Taylor, 1964).

Unsuccessful students perceive themselves and their world differently from successful students, regardless of one's ability to achieve academic success. The unsuccessful student is hedonistic, alienated, less confident, and views himself as less competent (Borislow, 1962; Combs, 1963; Fink, 1962; Purkey, 1970; Quimby, 1967). High school underachievers with low opinions of themselves also characterized others in negative terms (Combs, 1963). The underachiever usually fails to meet school demands and he must, unless the school offers special arrangements for him, face repeated failure. Students with poor self-images of ability rarely perform well in school. Low achievement motivation leads to lower performance, failure, and further decline in achievement striving (Purkey, 1970).

Teacher Effectiveness Training

Teacher Effectiveness Training uses the same basic skills as does Parent Effectiveness Training developed by Gordon (1970, 1972). The objective of Teacher Effectiveness Training, as summarized by Huck (1975), is to provide teachers skills to change teaching techniques from an authoritative information-giver to one or more of the following roles:

1. Facilitator of self-directed learning,
2. Conductor of productive student-centered classroom discussions,
3. Serve as an educational consultant to students,
4. Facilitate student problem-solving,
5. Foster a classroom climate of intellectual freedom and creativity.

Teacher Effectiveness Training is designed to promote change in the teacher function of classroom discipline. Teacher Effectiveness Training is to aid the classroom teacher to teach students to be responsible for their own specific behavior, and be less dependent on teacher-centered control methods. Teachers receive training in areas such as:

1. Fostering students' self-control and self-discipline to avoid authoritarian and permissive approaches to discipline.
2. Developing self-responsibility and independence in students.
3. Fostering student participation in rule-setting.
4. Resolving classroom conflicts through mutual problem-solving (Huck, 1975).

Teacher Effectiveness Training is designed to promote communication skills. Desirable outcomes of communication skills are:

1. Enhancing students' self-esteem.
2. Reducing students' dependence.
3. Helping students solve their own problems.
4. Making students feel understood.
5. Reducing the psychological distance between teacher and students.
6. Reducing student hostility toward teachers.
7. Influencing students to have consideration for the needs of teachers and other students.
8. Producing relationships of mutual respect between teacher and student (Huck, 1975).

Teacher Effectiveness Training encourages teachers to use active listening, the no-lose method of problem-solving, "I" messages, large group strategies, values clarification, and promotes communication skills. The major goal of Teacher Effectiveness Training is the improvement of teacher-student relationships through the

acquisition and initiation of learned skills.

Huck (1975) completed a study of twenty classrooms. Half the teachers were trained in Teacher Effectiveness Training and half the teachers served as a comparison group. The Classroom Environment Index was used to measure student perceptions of classroom climate. There were no significant differences between groups in student perceptions of classroom climate.

Teacher/Advisor System

The Teacher/Advisor System emphasizes the development of process skills which focus on active learning and interpersonal relations. Communicating, influencing and being influenced, knowing one's self, goal setting, planning, clarifying and deciding are all a part of the teacher/advisor system (Hubel, et al., 1974). The teacher/advisor system emphasizes facilitative intervention, allowing people to be what they want by providing conditions that release human potential and preventing negative things from happening.

The role of the teacher-advisor allows for the following conditions:

1. The advisor role enables teachers to be more responsive to students' needs and development.
2. Being an advisor makes your subject-area teaching easier and more enjoyable.
3. The student accepts more responsibility for decisions about his own learning when he has the help of his own advisor.
4. Until now, a structure for positive involvement of parents has not been available. The teacher-advisor concept provides such a framework.
5. The teacher-advisor system ensures that at least one adult in the school knows each student and shares accountability with him for his learning program.

6. The teacher, acting as advisor, helps students to build confidence and a positive self-image.
7. The teacher, in the role as advisor, helps student to build interpersonal skills.

Methodology

For the purposes of this study, a group of 27 volunteer teachers and educational para-professionals and administrators were randomly divided into three equal groups. One-third of the teachers received Teacher Effectiveness Training which consisted of 30 hours of formalized presentations. The second group of teachers received Teacher-Advisor Training which was presented in eight 3-hour sessions. The third group of teachers received no training and served as the comparison group. The training programs were given as the initial phase of the study. The instructors for both the Teacher-Advisor Training and Teacher Effecitveness Training Programs were knowledgeable and experienced in these training methodologies.

Following the training phase of the study, each participating teacher met with a group of students one hour per week with the teacher acting as facilitator and advisor. Teachers were encouraged to act as student advocates. Approximately 275 high school students participated in the study. Students were assigned to groups based upon indicated individual preference for three of the possible 27 teachers. Students were randomly assigned to one of their three preferred choices with the limitation that not more than twelve students be assigned to any one teacher.

In an effort to lessen the impact of testing on educational programs, item sampling techniques were employed. Five advisees were selected at random for each teacher-advisor for the purpose of testing assessment. Three teachers involved in the study self-selected out of the teacher-advisor program. After adjustments for student mortality, the resulting sampling size was 92 students.

Measures

The Classroom Environment Index

The Classroom Environment Index was developed by Stern (1970, 1971) and later analyzed by Walker and Stern (1973). The instrument measures the psychological environment of an individual classroom. The CEI consists of three hundred items to which students could respond in either a positive (true) or negative (false) manner. The three hundred items are distributed among thirty scales of ten items each. Each scale measures the perceived need of the individual as it reacts with his perceived press of the classroom climate concerning a particular facet of climate. The thirty scales yield six first-order factors and two second-order factors. The first-order factors analyzed in this study are:

1. Humanistic Intellectual Climate: includes aspects of achievement together with elements of contemplation and social concern.
2. Group Intellectual Life: includes aspects of intellectuality, reflectiveness, objective thinking and practicality.
3. Achievement Standards: a measure of striving for success accompanied by high levels of activity and effort.
4. Personal Dignity: indicates individual responsibility and personal autonomy.
5. Orderliness: indicates concern with caution, seriousness, austerity.
6. Non-Science: absence of interest in natural sciences and a lack of aspects associated with sexuality and egotism.

The CEI was used for the study because of the validity displayed in measuring various aspects of classroom environment according to the needs-press continuum developed by H. A. Murray (Huck, 1975).

The Tennessee Self-Concept Scale

The Tennessee Self-Concept Scale (TSCS) is an instrument designed to measure two dimensions of self-concept. Fitts (1965) has arranged a 3x5 scheme of these two dimensions and has labeled these dimensions as the internal and external frame of reference. For the purposes of this study, the six Empirical Scales of the Tennessee Self-Concept were analyzed. These six special scores are derived from special groupings of items which differentiate between certain groups:

DP - The Defensive Positive Score. A measure of defensiveness in reporting the self-concept.

GM - The General Maladjustment Score.

PSY - The Psychotic Score. A measure of similarity to the kind of self-concept reported by psychotic patients.

PD - The Personality Disorder Score.

N - The Neurotic Score.

PI - The Personality Integration Score. A measure of personality strength or health.

The Tennessee Self-Concept Scale Manual (1965) reports four kinds of validity: a) content, b) discrimination between groups, c) correlation with other personality measures, and d) personality changes under particular conditions. This instrument is claimed to discriminate between groups, especially delinquents. The correlations between it and other measures of personality are low. Principal components analyses (Vacchiana and Strauss, 1968; Fitzgibbons and Cutler, 1972) have reported mixed findings supporting the construct validity for the TSCS. Bertinetti and Fabry (1976) have demonstrated some support for the construct validity of the instrument, however, their findings were not in concert with the two-dimensional scheme proposed by Fitts (1965). Test-retest reliability coefficients in the empirical scales reported in the manual (1965) range from .87 to .92.

Design

The experimental design utilized in this study was a pre-test, post-test method. The study was conducted during the spring school semester of 1975. Data were collected from both teachers and students with the Classroom Environment Index (Stern & Walker, 1971) and the Tennessee Self-Concept Scale (Fitts, 1969). Data was collected on absences and grades during the study. Data from the Tennessee Self-Concept Test was analyzed using a one-way analysis of covariance of post-test scores,

covarying any group pre-test differences which may have occurred. Post Hoe multiple comparisons were performed using Tukey's b statistic (Winer, 1971) for all analyses which resulted in significant main effect for groups. A one-way analysis of variance was conducted on the Classroom Environment Index data completed by students at the close of the study.

Results

The Classroom Environment Index provides six measures of the characteristics of classroom; Humanistic Intellectual Climate, Group Intellectual Life, Achievement Standards, Personal Dignity, Orderliness, and Non-Science. A one-way analysis of variance was conducted across the three student comparison groups of the study: Teacher Effectiveness Training, Teacher-Advisor Training, and the No Training group. The obtained F-ratios were not significant for each of the six analyses. These analyses have been summarized and are presented in Appendix A. The means and standard deviations have been summarized and are presented in Table I. The results indicate that there are no significant differences between group means on each of the six indicators of classroom climate. Thus, for the three comparison groups considered, student perception of teacher manipulatable characteristics are congruent.

The Tennessee Self-Concept Scale was used to assess student and teacher attitude. Results were analyzed using a one-way analysis of covariance of post-test scores between groups with pre-test as the covariate. The results of the one-way analysis of covariance for the six empirical measures of student self-concept have been summarized in Table II. The obtained results indicate that there are no significant differences in post-test self-concept scores across student groups when scores are adjusted for pre-test differences. Thus, for students considered in the study, the empirical scales could not differentiate across student groups. The post-test means and the adjusted post-test means are presented in Table III.

TABLE I

POST-TEST MEANS AND STANDARD DEVIATIONS OF STUDENT CLASSROOM ENVIRONMENT INDEX VARIABLES BY TEACHER-ADVISOR GROUPS

	Teacher Effectiveness		Teacher-Advisor		No Training	
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	$\bar{X}$	S.D.
Humanistic Intellectual Climate	29.77	2.92	31.82	4.79	32.83	4.22
Group Intellectual Life	36.23	4.38	39.27	5.14	36.83	6.01
Achievement Standards	25.69	3.61	26.55	4.59	25.92	4.36
Personal Dignity	30.54	4.89	30.73	4.76	32.17	5.18
Orderliness	23.85	3.65	23.64	2.66	26.50	3.83
Non-Science	15.85	3.54	14.00	4.03	14.58	4.10

TABLE 11

SUMMARY OF ANALYSIS OF COVARIANCE OF
SIX EMPIRICAL SCALE MEASURES OF STUDENT SELF-CONCEPT

Defensive Positive				
Source	S.S.	df	MS	F
Group	36.67	2	18.34	.26
Residual	6136.30	88	69.73	

General Maladjustment				
Source	S.S.	df	MS	F
Group	312.31	2	156.16	2.52
Residual	5463.61	88	62.09	

Psychotic				
Source	S.S.	df	MS	F
Group	142.05	2	71.03	2.55
Residual	2446.88	88	27.81	

Personality Disorder				
Source	S.S.	df	MS	F
Group	64.73	2	32.36	.72
Residual	3970.36	88	45.12	

Neurotic				
Source	S.S.	df	MS	F
Group	95.99	2	47.99	.68
Residual	6175.19	88	70.17	

Personality Integration				
Source	S.S.	df	MS	F
Group	14.86	2	7.43	.87
Residual	755.50	88	8.59	

TABLE III

SUMMARY OF MEANS FOR TENNESSEE SELF CONCEPT SCALE OF STUDENTS BY TEACHER-ADVISOR GROUPS

Measure	Teacher Effectiveness		Teacher-Advisor		No Training	
	Post $\bar{X}$	Adjusted $\bar{X}$	Post $\bar{X}$	Adjusted $\bar{X}$	Post $\bar{X}$	Adjusted $\bar{X}$
DP	54.53	54.73	55.93	55.80	56.30	56.18
GM	90.33	90.52	86.79	86.13	89.10	89.50
PSY	52.18	52.48	54.43	55.16	53.40	52.37
PD	63.86	63.26	64.29	63.82	64.14	65.25
PN	78.41	78.27	77.57	77.13	79.13	79.70
PI	8.47	8.21	6.82	7.25	8.10	8.00

A parallel analysis of teacher self-concept was conducted. The results of the one-way analysis of covariance are summarized in Table IV. The obtained results indicate a significant difference ($P < .05$) between groups on Defensive Positive (DP) scale. For this measure of defensiveness in reporting the self-concept, the No Training teacher group scored significantly higher than either of the two teacher training groups. This result suggests that the defense mechanisms for reporting self-concept by teachers in training groups have been lowered by the interpersonal training employed in the study. Stating this result conversely, the teachers in the comparison group (No Training) exhibited a significantly higher degree of defensiveness when reporting self-concept than did either of the teacher experimental groups.

All other obtained results related to teacher self-concept were not significant as summarized in Table IV. Thus, for the three comparison groups there were no significant differences across groups for the Maladjustment, Psychotic, Personality Disorder, Neurotic, and Personality Integration scores. These findings are parallel to the conclusions drawn by Fitts and Hamner (1969). Research (Fitts and Hamner, 1969) indicates that changes in self-concept are difficult to accomplish and even intense treatment programs produce small amounts of change over short periods of time. The unadjusted post-test means and the adjusted post-test means are presented in Table V.

Finally, an analyses was conducted of the mean Grade Point averages and the Absentee-rate between the three teacher advisor groups. This data provided a behavioral outcome measure for the study. Means and standard deviations for the Grade Point data and Absentee rate, per youth for the final quarter, are presented in Tables VI and Table VII respectively. Analyses of variance were conducted on both Grade Point and Absentee data, producing no significant results in either case. Although these analyses did not prove to be significant,

TABLE IV

SUMMARY OF ANALYSIS OF COVARIANCE OF
SIX EMPIRICAL SCALE MEASURES OF TEACHER SELF-CONCEPT

Defensive Positive				
Source	S.S.	df	MS	F
Groups	231.27	2	115.64	4.18*
Residual	553.85	20	27.69	

General Maladjustment				
Source	S.S.	df	MS	F
Groups	43.25	2	21.63	.72
Residual	604.29	20	30.21	

Psychotic				
Source	S.S.	df	MS	F
Groups	97.27	2	48.64	1.93
Residual	504.85	20	25.24	

Personality Disorder				
Source	S.S.	df	MS	F
Groups	15.05	2	7.53	.19
Residual	799.75	20	39.99	

Neurotic				
Source	S.S.	df	MS	F
Groups	10.64	2	5.32	.24
Residual	440.60	20	22.03	

Personality Integration				
Source	S.S.	df	MS	F
Groups	12.76	2	6.38	.67
Residual	190.80	20	9.54	

*Significant beyond the .05 level.

TABLE V

SUMMARY OF MEANS FOR TENNESSEE SELF CONCEPT SCALE OF TEACHERS BY TEACHER-ADVISOR GROUPS

	Teacher Effectiveness		Teacher-Advisor		No Training	
	Post Mean	Adj. Mean	Post Mean	Adj. Mean	Post Mean	Adj. Mean
DP	56.89	59.04	60.28	59.65	67.87	66.00
GM	97.89	97.89	93.00	99.77	102.75	101.08
PSY	47.56	47.75	47.29	46.57	51.01	51.43
PD	80.44	81.72	82.00	83.25	86.50	83.47
PN	86.00	88.42	88.43	89.53	94.14	90.27
PI	12.45	11.62	12.00	12.34	9.88	10.51

TABLE VI

MEAN GRADES BY TEACHER ADVISOR GROUPS

	TET	TA	NT
M	4.36	4.13	4.06
SD	.81	.72	1.01

TABLE VII

MEAN ABSENCES BY TEACHER ADVISOR GROUPS

	TET	TA	NT
M	25.26	30.89	34.30
SD	23.99	23.71	21.21

it is noteworthy that the higher Grade Point averages and lower Absentee-rates were found in student groups where teachers received Teacher Effectiveness Training and Teacher-Advisor Training.

Summary

Taped group sessions involving teacher-advisors provided information relating to the study. Teacher-advisors who also functioned as classroom teachers expressed a concern and questioned their ability to facilitate small group processes. Further, some classroom teachers expressed feelings of discomfort as teacher-advisors in a program where groups consisted of less than twelve students, even though the classroom teacher's regular classes did not average more than twelve students. Classroom teachers also expressed concern with situations relating to close personal interaction with students. Under some conditions classroom teachers expressed themselves as more comfortable with cognitive disciplines than with the facilitation of affective domains.

Para-professionals, i.e., clerical aides and secretaries, teachers, and administrators were used as teacher-advisors. Para-professionals and administrators reacted positively to the teacher-advisor experience and viewed the opportunity to interface directly with students as positive. Para-professionals utilized the teacher-advisor sessions to incorporate simulation activities, team teaching, and the use of guest facilitators.

General results of the data provide positive indicators that teacher training in the areas of group process and individual communication skills has potential for the enhancement of teacher self-concept and subsequent student self-concept. The results indicate that the teacher training groups exhibit less defensiveness in reporting their self-concept than did the control group. Such differences could have potential impact on student self-concept, classroom climate, and academic achievement. However, in the short time span

(approximately four months) such highly desirable changes were not observed. In addition, although findings were not statistically significant, students of teachers who received training obtained higher Grade Point averages and had lower Absentee-rates. These results provide support to a general statement that interpersonal training designed specifically to promote teacher-student interaction may affect student self-concept and student attitude toward classroom climate, as well as having behavioral ramifications or such varibles as Grade Point average and Absentee-rate.

The teacher-advisor program initiated at Father Flanagan's Boys' Home was embryonic in its development and an operational framework for a futuristic comprehensive teacher-student interaction model. This initial teacher-advisor program allowed for some teacher-student interaction, but did not provide an intensive teacher-advisor role. Hypothetically, student self-concept and student attitude toward classroom climate may be affected if:

a. There were continuous interpersonal training for teachers.

b. The teacher-advisor program were empirically researched over an extended period of time with constant feedback to promote positive staff development.

c. Teacher-advisors functioned in the role of teacher-advisors as described in the Change Program for Individually Guided Education (Sava, 1973).

The results suggested that interpersonal training designed specifically to promote teacher-student interaction has more positive results on teacher self-concept than no training at all. Thus, the general conclusion can be stated that positive results may be expected when existing staffs are afforded an opportunity to participate in forms of training designed to promote positive teacher-student interaction. The results could have meaningful impact in

terms of teaching disadvantaged youth as well as teacher preparation. Teacher education curriculums provide extensive mandatory academic training, but often fail to require courses related to student-teacher interaction, group process, communication skills and counseling techniques.

APPENDIX A

SUMMARY OF ONE WAY ANALYSIS OF VARIANCE ACROSS STUDENT GROUPS FOR CLASSROOM ENVIRONMENT INDEX VARIABLES

SUMMARY OF ANALYSIS OF VARIANCE
OF INDICATORS OF CLASSROOM ENVIRONMENT

Humanistic Intellectual Climate

Source	S.S.	df	MS	F
Group	61.14	2	30.57	1.91
Residual	527.61	33	15.99	

Group Intellectual Life

Source	S.S.	df	MS	F
Group	60.15	2	30.08	1.11
Residual	892.16	33	27.04	

Achievement Standards

Source	S.S.	df	MS	F
Group	4.56	2	2.28	.13
Residual	576.41	33	17.47	

Personal Dignity

Source	S.S.	df	MS	F
Group	19.23	2	9.61	.39
Residual	809.08	33	24.52	

Orderliness

Source	S.S.	df	MS	F
Group	60.76	2	30.38	2.56
Residual	391.24	33	11.86	

Non-Science

Source	S.S.	df	MS	F
Group	21.70	2	10.85	.72
Residual	496.61	33	15.05	

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